DOCUMENT RESUME

ED 280 516 JC 870 126

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TITLE Hispanic Student Survey, Spring 1985. Preliminary Report.
INSTITUTION Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE 15 Apr 86
NOTE 29p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Ethnic Groups; Family Characteristics; *Hispanic Americans; *Mexican Americans; Minority Groups; Spanish Speaking; *Student Attitudes; *Student Characteristics; *Student Research; Two Year Colleges; *Two Year College Students

ABSTRACT

In spring 1985, a study of Hispanic students attending Mesa (Arizona) Community College (MCC) was conducted by a "Sociology of the Chicano Community" class. A 100-item interview schedule was developed and administered to a sample of 45 students. Study findings included the following: (1) 42% of the students chose "Mexican-American" as their ethnic identification, 26% chose "Mexican," and 23% chose "Hispanic"; (2) 80% of the students were born in Arizona, as were 57% of their parents; (3) 32% of the students indicated that their father had a semiskilled occupation, 25.6% had a skilled occupation, and 16.3% had a white collar occupation; (4) nearly 50% of the students listed "8th grade or less" as their fathers' educational level; (5) 30% of the students reported growing up in a "barrio"; (6) 37 of the 45 respondents were working; (7) 64% felt that they had received no counseling assistance in high school; (8) while 24 of the respondents had felt no prejudice or stereotyping at MCC, 21 had felt such prejudice from fellow students, the administration, faculty, or a combination of these groups; and (9) over half of the respondents indicated that they were experiencing no financial difficulties. Survey data are appended. (LAL)

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RESEARCH REPORT

HISPANIC STUDENT SURVEY
SPRING 1985

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MESA COMMUNITY COLLEGE

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HISPANIC STUDENT SURVEY

SPRING 1985

Preliminary Report

April 15, 1986

Dr. Jack Hannon, Researcher and Data Analyst

Dr. Joaquin Montemayor, Director Office of Research and Development

Dr. Wallace Simpson, President Mesa Community College

Analysis and report sponsored by the Office of Research and Development

MESA COMMUNITY COLLEGE

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SUMMARY

MCC HISPANIC STUDENT SURVEY

The interviewing of 45 Hispanic students at MCC in the Spring of 1985 produced information useful for administration officials, faculty, and campus groups. This preliminary analysis describes some of the salient characteristics of the students in a convenience sample, who refer to themselves more as Mexican American than Hispanic or Chicano. They are locally-born but with roots in Mexico, and represent MCC's attendance area rather well. The sample reveals a full-time student who also works at a job and may be having financial difficulties, often by way of finding a way to survive until financial aid arrives. Since most students surveyed were of working class background and from parents with less-than-college educations, their own efforts at higher education are particularly significant. Besides feeling that they lacked sufficient counseling help in high school, the interviewees felt the need for better advisement at MCC, and reported encountering some prejudice on this campus. While a majority described the college administration as generally helpful, they expressed a desire for more help at registration time. MECHA, the Hispanic student organization, although it tended to be seen as merely a social club, was favorably judged by those interviewed.

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M C C HISPANIC STUDENT SURVEY

In the Spring Semester of 1985, ten students of Sociology 142, the Sociology of the Chicano Community, under the direction of Dr. Jack Hannon, conducted a survey of Hispanic fellow-students at Mesa Community College, Mesa, Arizona.

The interviewing of a convenience sample of 50 students was planned, with 45 questionnaires being successfully completed. Interestingly, males were overrepresented, 28 to 17. Otherwise the respondents seem representative of the population of MCC Hispanic students, although statistics on the more notable characteristics of this population are not available at this time.

A four-page schedule of almost 100 questions was developed, administered, and coded by the Sociology 142 students. In all, 80 distinct elements or variables were isolated by the student researchers. The opportunity to analyze and report on the findings of the study has only now been provided, thanks to the Mesa Community College Office of Research and Development directed by Dr. Joaquin Montemayor, Assistant to President Wallace Simpson.

The following is a preliminary report on what seem to be the more noteworthy findings of the study. These findings are of purely a descriptive nature and await further analysis to examine correlations and search for possible explanations of why the students think, feel, and act as they do.

In response to a question on nationality, the interviewees decribed themselves in the manner shown in Table 1. It will be noted that 42% of those answering this question chose "Mexican American" as their ethnic identification, while another 26% used "Mexican". Less than one-fourth used the term "Hispanic" which has so much currency with politicians and advertisers. Only two students volunteered "Chicano" as their response to this question on nationality. A related item in the interview produced similar results. The question was asked "Which do you prefer to be called "Chicano or Chicana, Mexican American, Hispanic, or some other term?" Table 2 displays the answers: with 44 choosing to answer this, 21 said that they preferred "Mexican American" and nine "Hispanic", while 7 opted for "Chicano/Chicana" and 7 for"Other". Clearly, the students surveyed were strong in their identification with a Mexican American ethnicity, rather than with the label Hispanic or the perhaps now-historical identifier, "Chicano".

The birthplace of the students turned out to be overwhelmingly Maricopa County itself, or at least Arizona, as is revealed in Table 3. Even their parents proved to be largely Arizona-born,

with Table 4 showing only ten individuals with at least one parent born in Mexico. Over three-fourths of the interviewees, However, told of at least one grandparent being born in Mexico, as Table 5 reveals.

Table 6 summarizes the information garnered about the occupations of students' fathers. Responses were grouped into catagories ranging from unskilled to professional. The average occupational background works out to be between semiskilled and skilled, shading a bit in the direction of skilled.

Table 7, fathers' educational level, is dominated by the almost fifty percent bar for "8th Grade or Less", while mothers have just as many with high school as possessing only elementary school background (Table 8).

Because the members of the class in the Sociology of the Chicano Community had theoretical questions about the survival of the Hispanic cultures, they had several inquiries relating to cultural background and intent. The most interesting of these are displayed in Table 9, "Neighborhood Grew Up In". Nearly 30% of those responding designated a "Barrio" as their neighborhood during the most formative years. Thirty two percent described the influence as "Mixed". Smaller but interesting proportions describe their early residence area as "Anglo", "Lower Class" and "Middle Class".

The distribution of the respondents by current residence is spread over the communities served by MCC in the manner illustrated in Table 10, with the majority being Mesans. Tempe was the second largest contributor, followed by Guadalupe, Phoenix, and Chandler.

The Hispanic MCC students surveyed in the Spring of 1985 were definitely working students carrying respectable study loads as shown in in Table 11, and as seen in Table 12, working in 37 cases out of 45.

Table 13 begins a set of summaries of the data which give some degree of insight into appraisals by the students of the services of MCC and ancillary institutions. Whether or not they felt that high school counseling had helped them on their way to college is shown, with over 64% reporting lack of help. Table 14 addresses the question of the need for better advisement of students at MCC itself, with an overwhelming affirmation of the need for this.

The interviewers asked the subjects,"Have you felt any prejudice or stereotyping of Chicanos here at MCC". While 24 answered "No" to this question, 21 answered "Yes", and detailed this as coming from fellow students, administration, and faculty, or a combination of these sources. (Table 15).

Several inquiries were made to get a feeling for the Hispanic students' judgement of the college administration. The responses to two of these are displayed in Tables 16 and 17. Just over half judged the administrators to be generally helpful, while a similar proportion felt that at registration time they were not as helpful as they should be.

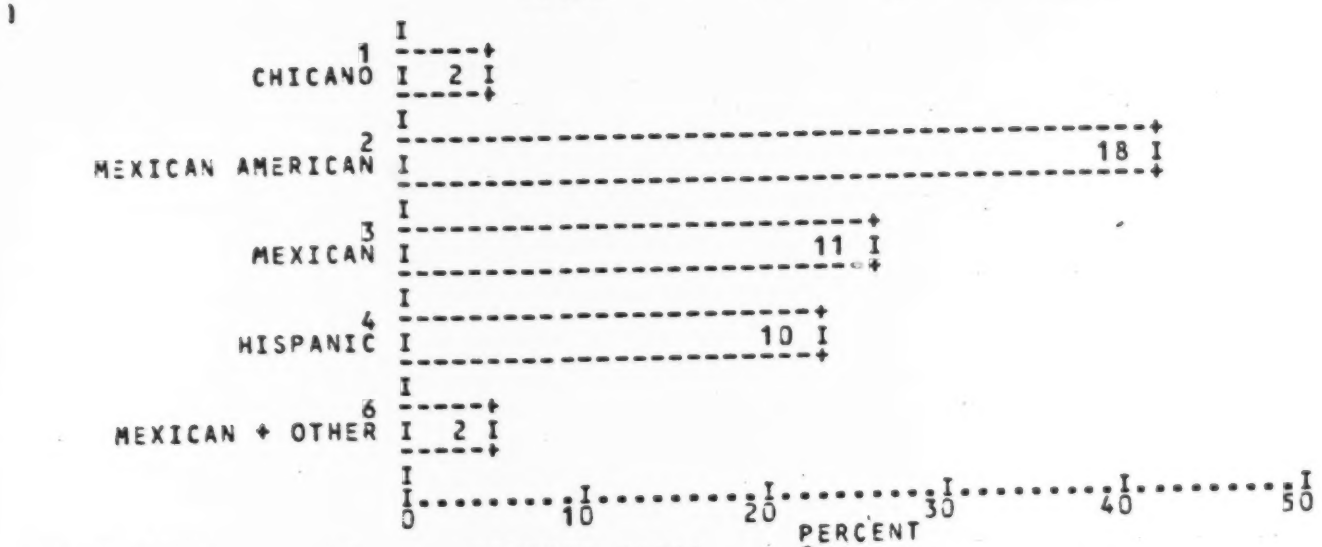
The student researchers saw the desirability of making rather detailed inquiries into the financial problems of their fellow Hispanics. Some of the responses are displayed in Table 18, with over half of those answering indicating that they were having no serious money problems. But with the remainder, a dozen and a half individuals admitted to some difficulty in one or more areas. A half dozen emphasized the severity of these financial problems for themselves. Table 19 reveals that a full third of those responding claimed to have had difficulty surviving until financial aid money is finally handed over to them.

The Campus Chicano Student Organization, MECHA, is the final subject of inquiry reported here, with the resulting data displayed in Tables 20 and 21. While one fifth of the 45 interviewees admitted that they did not know about the organization, (and two other individuals did not answer this question), 22 saw it as a club, while an additional 12 had more specific awareness of the organization's purposes.(Table 20). A favorable-to-strongly-favorable opinion of MECHA was registered by those expressing themselves on this subject, with no negative feelings described, and less than 12% showing a somewhat vague attitude. MECHA fared rather well in the assessment by Hispanic Students.

Jack Hannon
April 15, 1986

NTLITY ETHNICITY TABLE 1

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
CHICANO	1	2	4.4	4.7	4.7
MEXICAN AMERICAN	2	18	40.0	41.9	46.5
MEXICAN	3	11	24.4	25.6	72.1
HISPANIC	4	10	22.2	23.3	95.3
MEXICAN + OTHER	6	2	4.4	4.7	100.0
	0	2	4.4	MISSING	
	TOTAL	45	100.0	100.0	

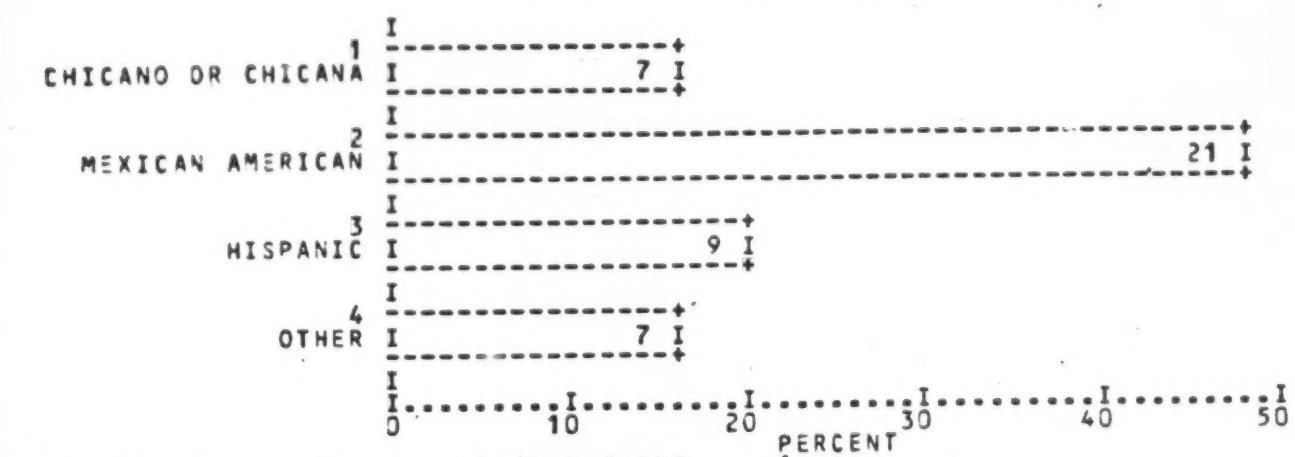


VALID CASES 43 MISSING CASES 2

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:12 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

PRFCLL PREFER TO BE CALLED TABLE 2

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
CHICANO OR CHICANA	1	7	15.6	15.9	15.9
MEXICAN AMERICAN	2	21	46.7	47.7	63.6
HISPANIC	3	9	20.0	20.5	84.1
OTHER	4	7	15.6	15.9	100.0
	9	1	2.2	MISSING	
	TOTAL	45	100.0	100.0	



VALID CASES 44 MISSING CASES 1

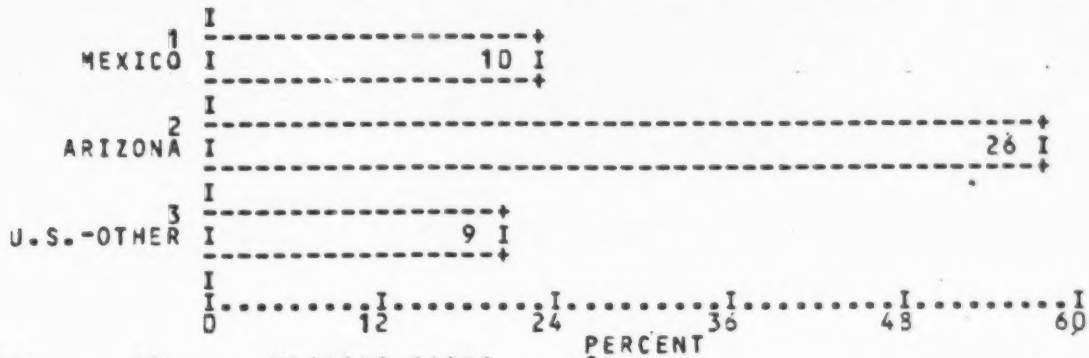
WHRBRN WHERE RESPONDENT BORN TABLE 3

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
MEXICO	1	1	2.2	2.2	2.2
SOUTHERN ARIZONA	2	13	28.9	28.9	31.1
MARICOPA COUNTY	3	19	42.2	42.2	73.3
ARIZONA-OTHER	4	4	8.9	8.9	82.2
SOUTHWEST	5	6	13.3	13.3	95.6
OTHER	6	2	4.4	4.4	100.0
	TOTAL	45	100.0	100.0	

VALID CASES 45 MISSING CASES 0

WHPBRN WHERE PARENTS BORN TABLE 4

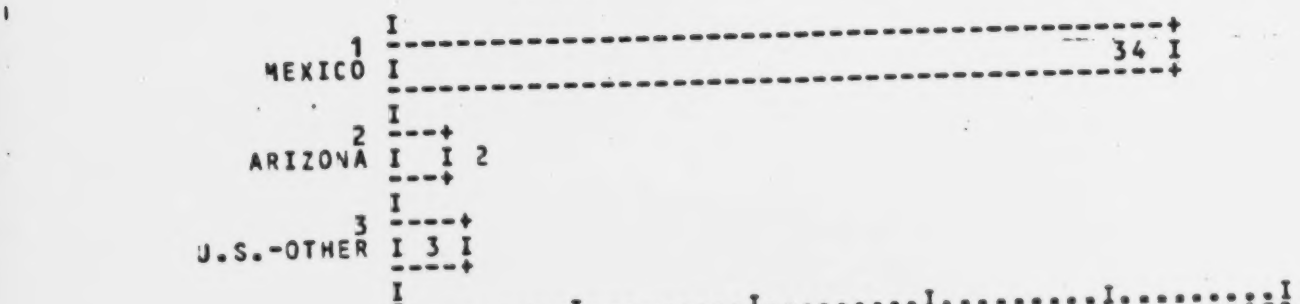
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
MEXICO	1	10	22.2	22.2	22.2
ARIZONA	2	26	57.8	57.8	80.0
U.S.-OTHER	3	9	20.0	20.0	100.0
	TOTAL	45	100.0	100.0	



VALID CASES 45 MISSING CASES 0

WGPBRN WHERE GRANDPARENTS BORN TABLE 5

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
MEXICO	1	34	75.6	87.2	87.2
ARIZONA	2	2	4.4	5.1	92.3
U.S.-OTHER	3	3	6.7	7.7	100.0
	0	1	2.2	MISSING	
	9	5	11.1	MISSING	
	TOTAL	45	100.0	100.0	

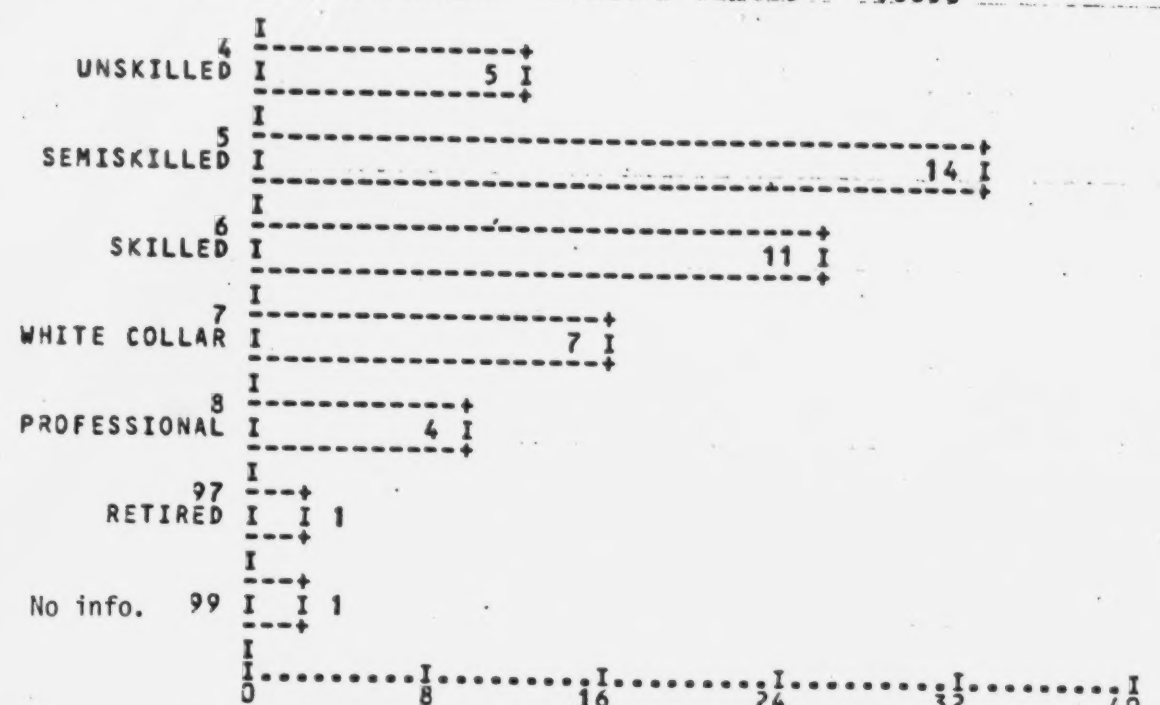


VALID CASES 39 MISSING CASES 6

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:12 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

FRSOCC FATHER'S OCCUPATION TABLE 6

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
UNSKILLED	4	5	11.1	11.6	11.6
SEMISKILLED	5	14	31.1	32.6	44.2
SKILLED	6	11	24.4	25.6	69.8
WHITE COLLAR	7	7	15.6	16.3	86.0
PROFESSIONAL	8	4	8.9	9.3	95.3
RETIRED	97	1	2.2	2.3	97.7
No info.	99	1	2.2	2.3	100.0
	9	2	4.4	MISSING	
	TOTAL	45	100.0	100.0	

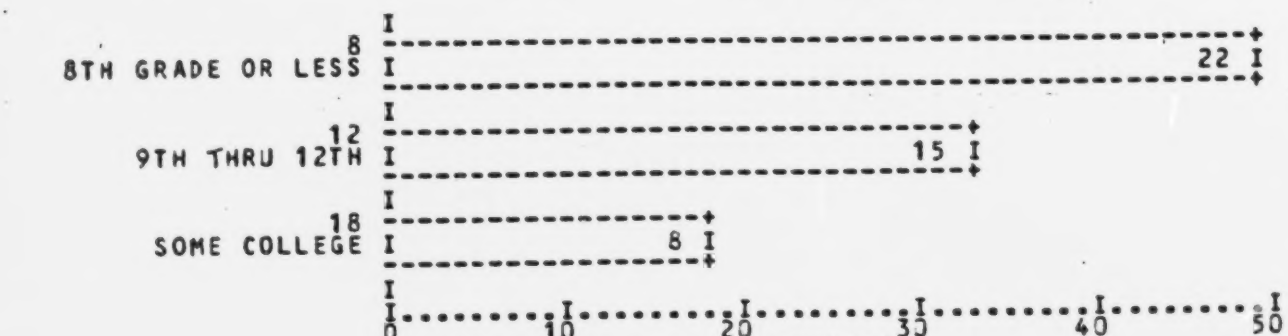


VALID CASES 43 MISSING CASES 2

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:13 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

FRSCHL FATHER'S SCHOOLING TABLE 7

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
8TH GRADE OR LESS	8	22	48.9	48.9	48.9
9TH THRU 12TH	12	15	33.3	33.3	82.2
SOME COLLEGE	18	8	17.8	17.8	100.0
	TOTAL	45	100.0	100.0	

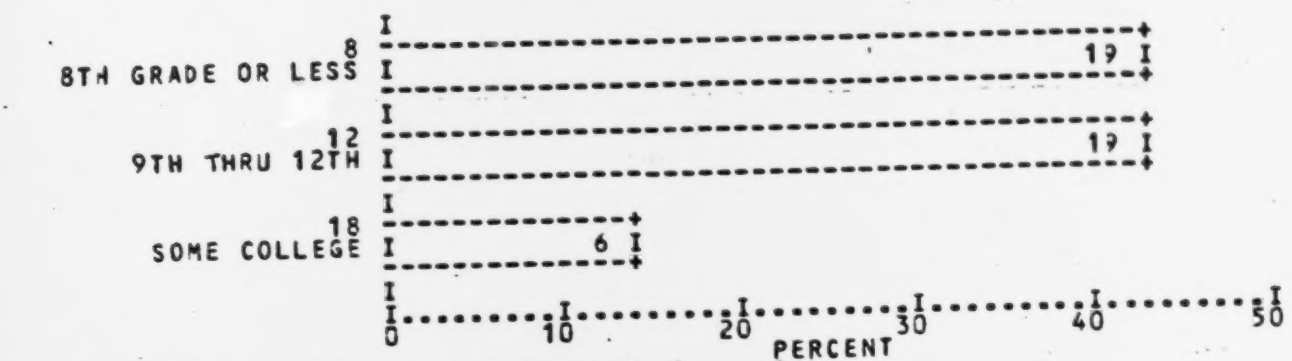


VALID CASES 45 MISSING CASES 0

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:13 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

MRSCHL MOTHER'S SCHOOLING TABLE 8

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
8TH GRADE OR LESS	8	19	42.2	43.2	43.2
9TH THRU 12TH	12	19	42.2	43.2	86.4
SOME COLLEGE	18	6	13.3	13.6	100.0
	95	1	2.2	MISSING	
	TOTAL	45	100.0	100.0	

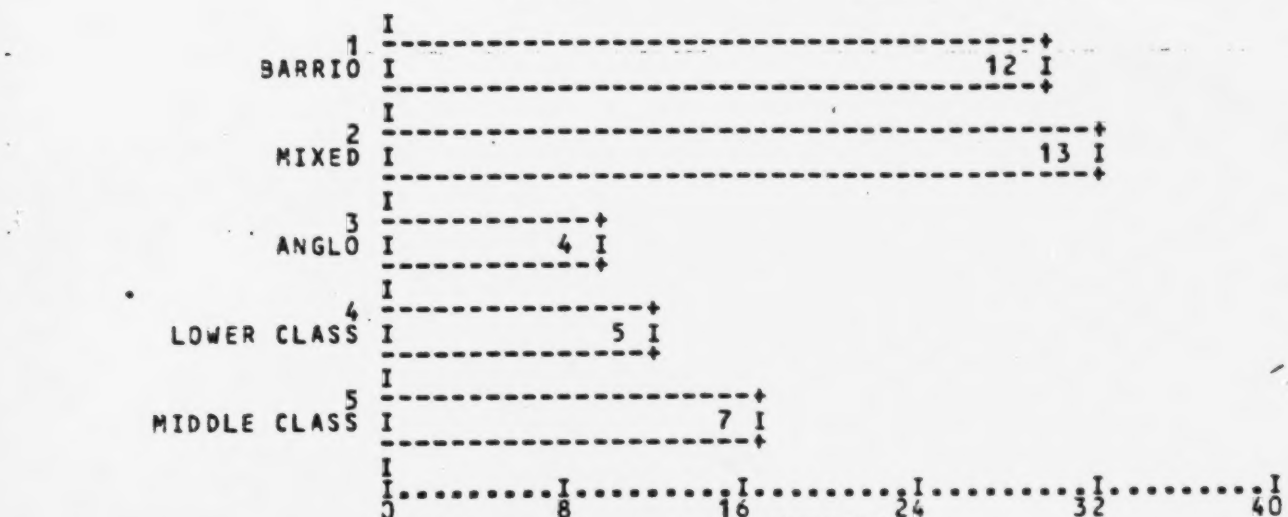


VALID CASES 44 MISSING CASES 1

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:13 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

BARRIO NEIGHBORHOOD GREW UP IN TABLE 9

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
BARRIO	1	12	26.7	29.3	29.3
MIXED	2	13	28.9	31.7	61.0
ANGLO	3	4	8.9	9.8	70.7
LOWER CLASS	4	5	11.1	12.2	82.9
MIDDLE CLASS	5	7	15.6	17.1	100.0
	9	4	8.9	MISSING	
	TOTAL	45	100.0	100.0	

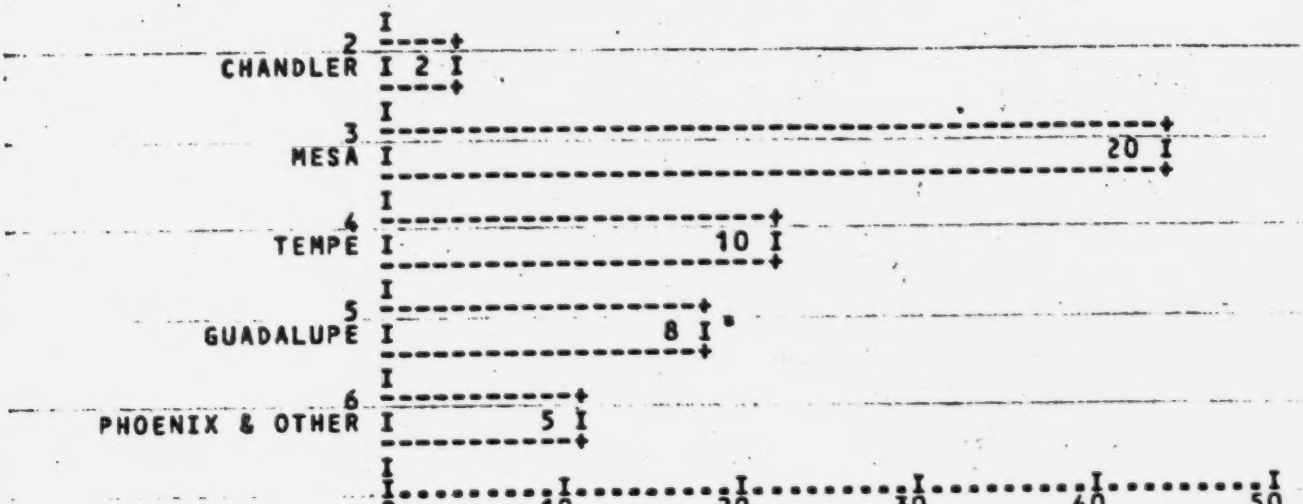


VALID CASES 41 MISSING CASES 4

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:13 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

RESIDE PLACE OF RESIDENCE TABLE 10

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
CHANDLER	2	2	4.4	4.4	4.4
MESA	3	20	44.4	44.4	48.9
TEMPE	4	10	22.2	22.2	71.1
GUADALUPE	5	8	17.8	17.8	88.9
PHOENIX & OTHER	6	5	11.1	11.1	100.0
	TOTAL	45	100.0	100.0	

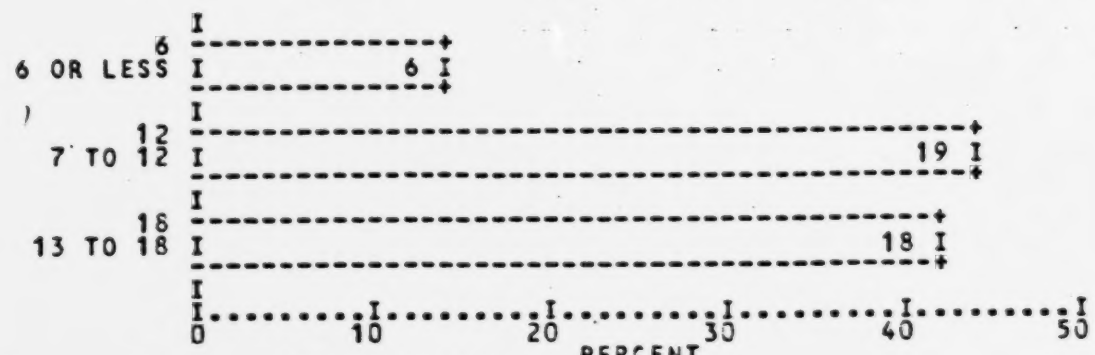


VALID CASES 45 MISSING CASES 0

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:19 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

HRSTAK NUMBER OF HOURS TAKEN TABLE 11

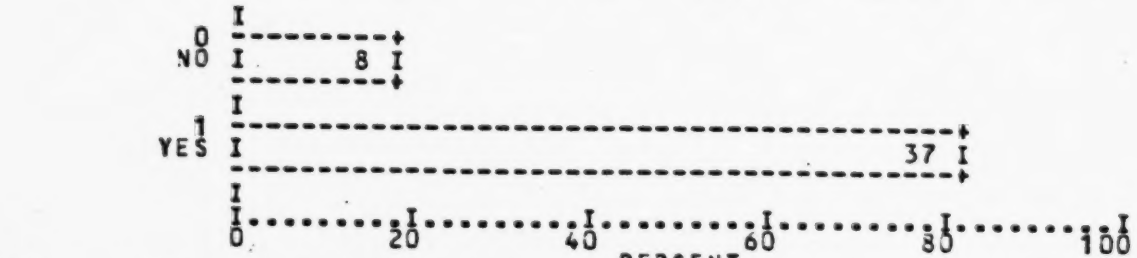
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
6 OR LESS	6	6	13.3	14.0	14.0
7 TO 12	12	19	42.2	44.2	58.1
13 TO 18	18	18	40.0	41.9	100.0
	63	1	2.2	MISSING	
	70	1	2.2	MISSING	
	TOTAL	45	100.0	100.0	



VALID CASES 43 MISSING CASES 2

WORK RESPONDENT WORKING TABLE 12

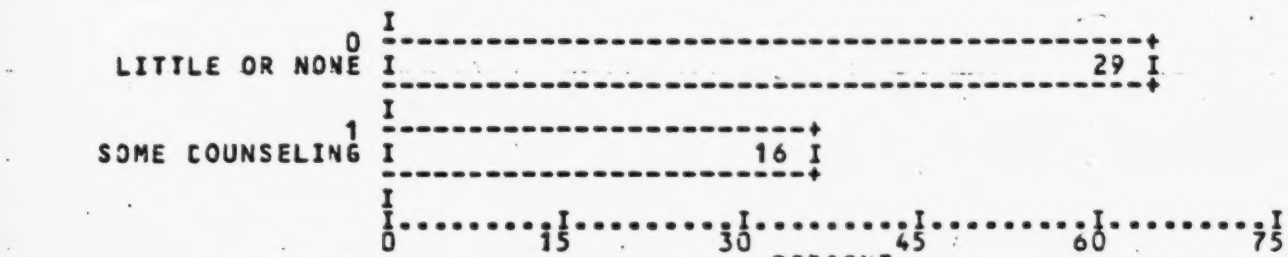
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO	0	8	17.8	17.8	17.8
YES	1	37	82.2	82.2	100.0
	TOTAL	45	100.0	100.0	



VALID CASES 45 MISSING CASES 0

HSCOUN HIGH SCHOOL COUNSELING TABLE 13

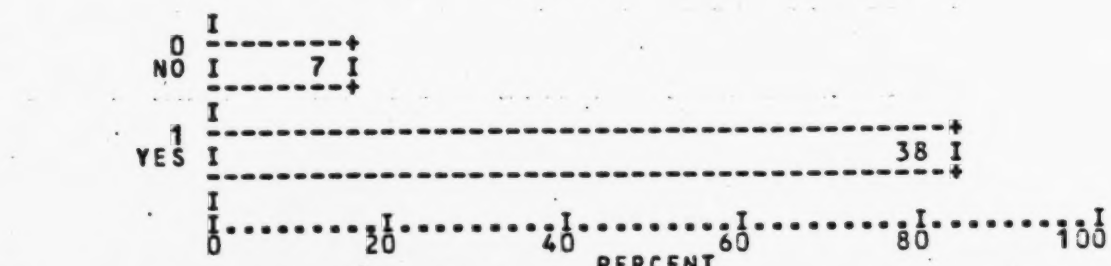
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
LITTLE OR NONE	0	29	64.4	64.4	64.4
SOME COUNSELING	1	16	35.6	35.6	100.0
	TOTAL	45	100.0	100.0	



VALID CASES 45 MISSING CASES 0

BTRADV NEED BETTER ADVISEMENT TABLE 14

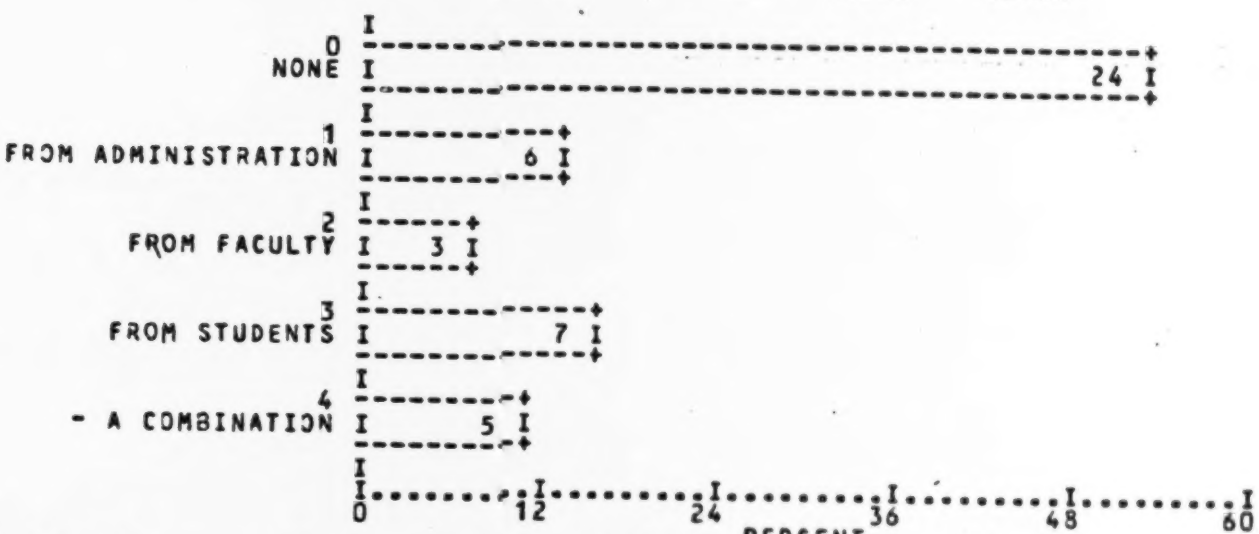
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO	0	7	15.6	15.6	15.6
YES	1	38	84.4	84.4	100.0
	TOTAL	45	100.0	100.0	



VALID CASES 45 MISSING CASES 0

PREJMC PREJUDICE AT MCC TABLE 15

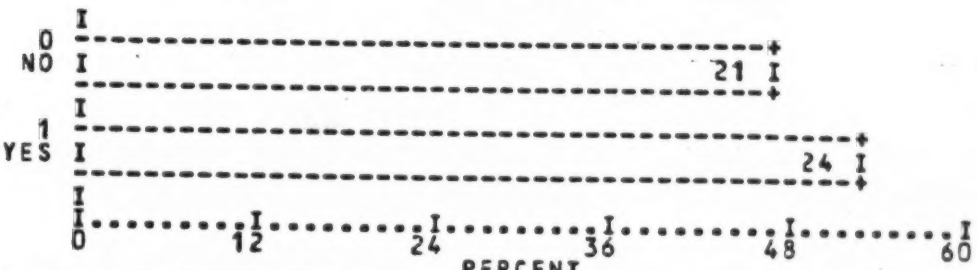
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NONE	0	24	53.3	53.3	53.3
FROM ADMINISTRATION	1	6	13.3	13.3	66.7
FROM FACULTY	2	3	6.7	6.7	73.3
FROM STUDENTS	3	7	15.6	15.6	88.9
- A COMBINATION	4	5	11.1	11.1	100.0
	TOTAL	45	100.0	100.0	



VALID CASES 45 MISSING CASES 0

HLPADM ADMINISTRATION HELPFUL TABLE 16

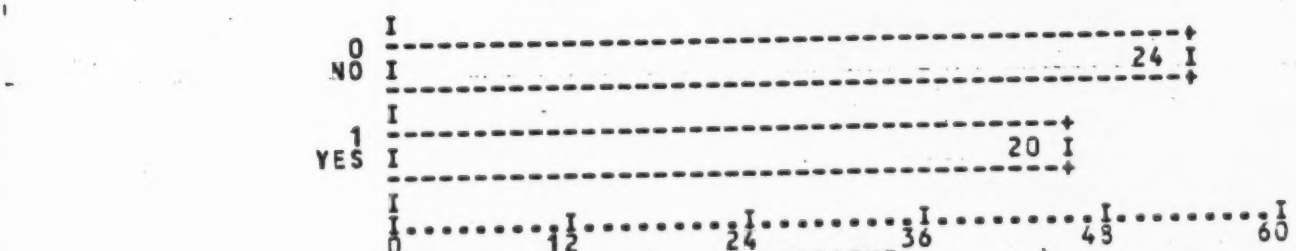
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO	0	21	46.7	46.7	46.7
YES	1	24	53.3	53.3	100.0
	TOTAL	45	100.0	100.0	



VALID CASES 45 MISSING CASES 0

HLPREG HELPFUL AT REGISTRATION TABLE 17

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO	0	24	53.3	54.5	54.5
YES	1	20	44.4	45.5	100.0
	9	1	2.2	MISSING	
	TOTAL	45	100.0	100.0	

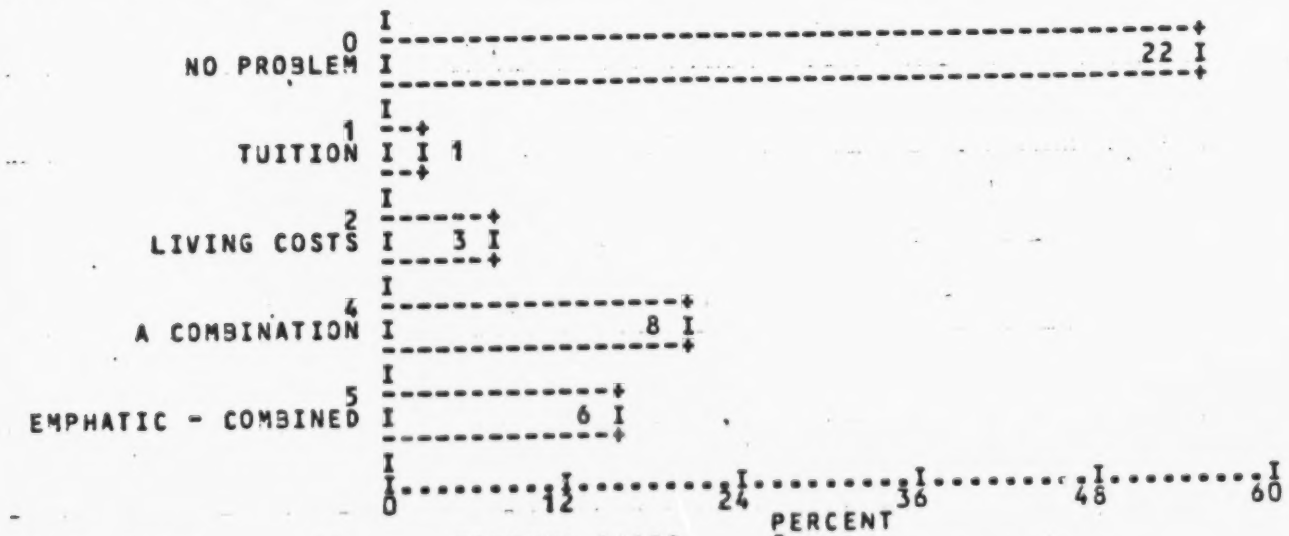


VALID CASES 44 MISSING CASES 1

10-APR-86 CHICSOC SURVEY OF MCC HISPANIC STUDENTS SPRING 85
13:31:14 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

PRBDTL DETAILS OF FINANCIAL PROBLEMS TABLE 18

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO PROBLEM	0	22	48.9	55.0	55.0
TUITION	1	1	2.2	2.5	57.5
LIVING COSTS	2	3	6.7	7.5	65.0
A COMBINATION	4	8	17.8	20.0	85.0
EMPHATIC - COMBINED	5	6	13.3	15.0	100.0
	9	5	11.1	MISSING	
	TOTAL	45	100.0	100.0	



VALID CASES 40 MISSING CASES 5

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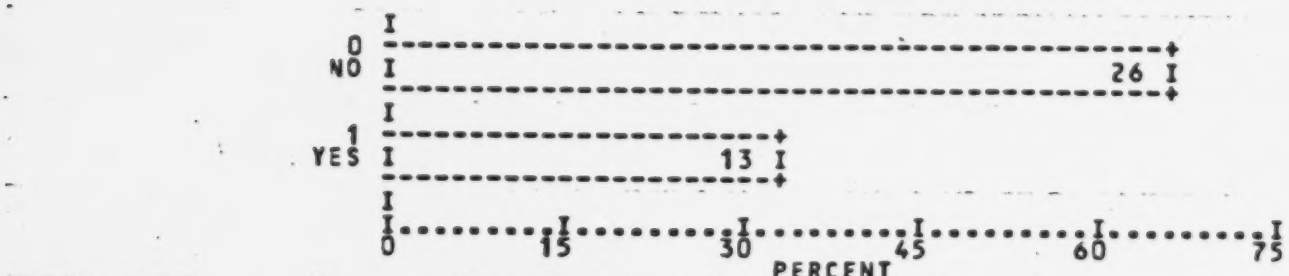
13:31:15 MARICOPA COMMUNITY COLLEGES DEC VAX-11/780 VMS V4.1

SURVIS SURVIVAL TILL $ COMES TABLE 19

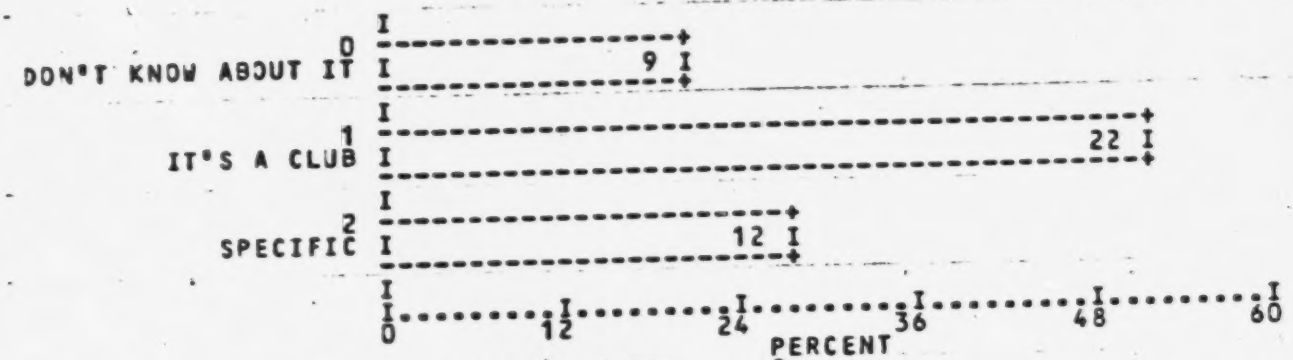
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
NO	0	26	57.8	66.7	66.7
YES	1	13	28.9	33.3	100.0
	9	6	13.3	MISSING	
	TOTAL	45	100.0	100.0	



VALID CASES 39 MISSING CASES 6

MECHA AWARENESS OF MECHA TABLE 20

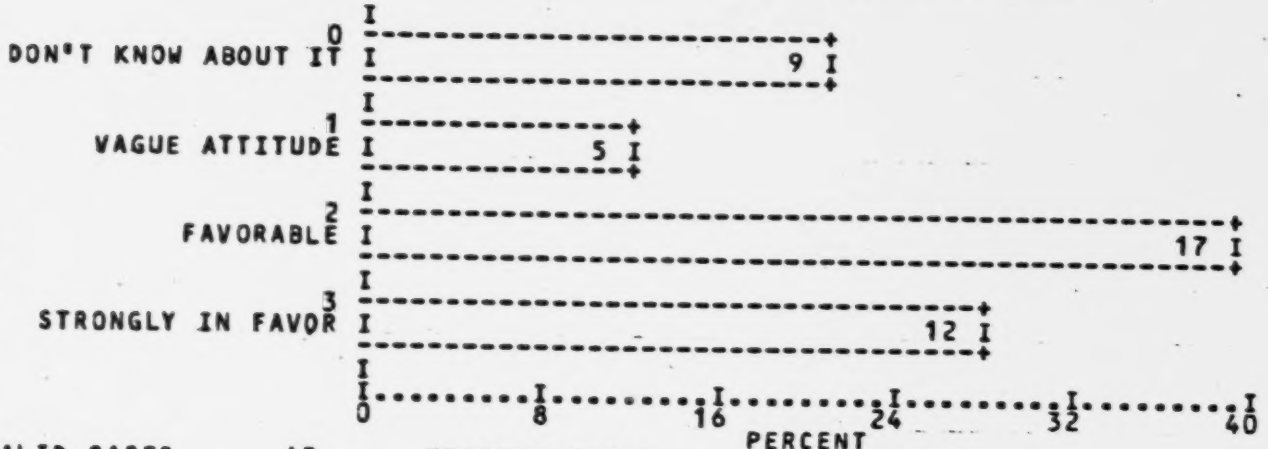
VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
DON'T KNOW ABOUT IT	0	9	20.0	20.9	20.9
IT'S A CLUB	1	22	48.9	51.2	72.1
SPECIFIC	2	12	26.7	27.9	100.0
	9	2	4.4	MISSING	
	TOTAL	45	100.0	100.0	



VALID CASES 43 MISSING CASES 2

THKMEC OPINION OF MECHA TABLE 21

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
DON'T KNOW ABOUT IT	0	9	20.0	20.9	20.9
VAGUE ATTITUDE	1	5	11.1	11.6	32.6
FAVORABLE	2	17	37.8	39.5	72.1
STRONGLY IN FAVOR	3	12	26.7	27.9	100.0
	9	2	4.4	MISSING	
	TOTAL	45	100.0	100.0	



VALID CASES 43 MISSING CASES 2

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